

# Wandsworth and Merton LA Long Term Mathematics Planning Year 2

National Curriculum Aims: **Fluency** Reasoning **Problem-Solving**

	Theme	Theme Title	Focus	Additional strands	Approx. no. of weeks
Autumn	1	<b>Using place value and number facts to solve problems</b>	Place value: Representing, estimating and recognising the place value in numbers to 100, reading, writing, comparing and ordering. Counting in steps. Solving problems.	Addition and subtraction: number bonds within 20 ( and to 100), Multiplication and division: 2,5, and 10 times table facts Measurement: measuring, comparing and money	4
	2	<b>Understanding addition and subtraction</b>	Addition and subtraction: <ul style="list-style-type: none"> <li>Mental and written methods (2dig + 2 dig only)</li> <li>using concrete objects and representations</li> <li>Addition and subtraction facts to 20 (derive to 100)</li> </ul>	Addition and subtraction: solve problems Measurement: as in Theme 1	3
	3	<b>Reasoning about addition and subtraction</b>	Addition and subtraction: <ul style="list-style-type: none"> <li>Solving problems</li> <li>Applying all elements of Theme 2</li> <li>Commutative properties and inverse</li> </ul>	Measurement: Solve problems using + and—in practical context Money—symbolism, combining amounts, giving change, finding all the ways to make a given amount. Statistics: Answering questions about pictograms, charts and tables	3
Spring	4	<b>Fractions of lengths, shapes, sets or quantities</b>	Fractions: <ul style="list-style-type: none"> <li>recognise, find, name and write <math>\frac{3}{4}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> of a shape, length, set or quantity. (<i>Start with shape</i>)</li> <li>Count in fractions</li> <li>Connect fractions and division</li> </ul>	Multiplication and division: 2,5 and 10 multiplication tables, connecting x and $\div$ with finding fractions, solving practical problems. Place value: counting in 3s (link with $\frac{1}{3}$ ) Geometry and Measurement: Finding fractions of lengths and shapes (shape properties, shapes on grid, measuring of lengths)	3
	5	<b>Solving problems involving multiplication and division</b>	Multiplication and division: times tables, recording with symbolism, commutativity, practical exploration and problem solving with arrays, manipulatives, models, mental methods, real-life contexts.	Fractions and Place value —as above in Theme 4 Addition and subtraction—connections to x and $\div$ , repeated addition etc..	4
	6	<b>Telling the time</b>	Measurement: <ul style="list-style-type: none"> <li>tell / write the time to 5 minutes, clock hand positions,</li> <li>Time intervals</li> <li>Units of measurement: minutes, hours, day.</li> </ul>	Place value: representing and manipulating larger numbers— <i>how many minutes until lunchtime?</i> Addition and subtraction: solving problems in practical context	3
Summer	7	<b>Reasoning About Sequences and Patterns</b>	Place value: counting in steps of 2,3,5 from 0 and in tens from any number ; 4 operations: sequences of multiples of 2,5,10; sequences with common difference: i.e. 16, 13, 10, ..., ..., 1 Geometry: sequences and patterns made with shapes and objects in different orientations ; Fractions: counting in fractions		3
	8	<b>Solving geometrical problems</b>	Geometry: <ul style="list-style-type: none"> <li>Shape— properties and comparison of 2D and 3D shapes, 2D shapes on the surface of 3D shapes</li> <li>Describing position and direction, patterns and sequences,</li> </ul>	Statistics: interpret and construct simple tables, venn diagrams (for sorting shape—not in statistics POS) Measurement: measuring / drawing of shapes, right angles, 4 operations: finding totals, sequences, rules	3
	9	<b>Asking and answering questions about data</b>	Statistics: interpreting and representing data, totalling, comparing and sorting categories, asking and answering questions. Addition and subtraction: mental and written, totals, difference	Multiplication and division: many to one correspondence Measurement: compare weights, temperature etc. graphically	4